

# 2019 Annual Implementation Plan



## GOAL #1

To accelerate the learning growth of every Wangaratta West student in English, Mathematics and Science.

### High Relative Growth:

Reading - above 20% (2018 - 15%)  
Spelling - above 25% (2018 - 57%)  
Writing - above 25% (2018 - 18%)

### Low Relative Growth:

Reading - below 20% (2018 - 15%)  
Spelling - below 20% (2018 - 9%)  
Writing - below 20% (2018 - 22%)

90% of P rep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress in Reading, Writing and Spelling (as determined by Teacher Judgement).

### Staff Opinion Survey:

Knowledge of HITS - 90% (2018- 80%)  
Use of HITS - 90% (2018 - 80%).

### Maintaining top 2 bands:

Reading - 4 students (66%)  
Writing - 1 student (50%)  
Spelling - 6 students (75%)

## TARGETS



### KEY IMPROVEMENT STRATEGIES:

- Investigate, develop and consistently embed an agreed whole school instructional model for English, Mathematics and Science.
- Use of a range of assessment and reporting tools to measure student growth and improve the accuracy of reporting to parents.



- Participation in high quality, targeted professional development opportunities (The Big Write, Jan Richardson's Guided Reading model and SoundWaves Spelling).
- Weekly collaborative planning time and PLT time timetabled for teaching teams during the school day, supported by a Learning Specialist/member of the Leadership Team.
- Modelling of Instructional Model and HITS by a Learning Specialist.
- Use of assessment tools to monitor learning, support planning, and identify target groups and activities.
- Creation of Individual Learning Plans for students working significantly below AND above the expected level as well as Koorie, Out of Home Care and students funded under the Program for Students with a Disability.
- Participation in Learning Walks to foster a greater understanding of others' classroom practices by staff.



## Activities



To develop resilient students who display behaviours and attitudes that reflect the (new) school values.

**Student Attitude to School Survey:**

Managing bullying: 80% positive response rate (75% - 2018)  
Effective classroom behaviour: 80% positive response rate (76% - 2018).  
Resilience: 88% positive response rate (2018 - 83%)

**Parent Opinion Survey:**

Managing Bullying - 86% (2018 - 81%)  
Not Experiencing Bullying - 65% (2018 - 57%)  
Confidence and Resiliency skills - 95% or above (94% in 2018)



**KEY IMPROVEMENT STRATEGIES:**

- Entrench the new school vision and values within the entire school community.
- Embed an agreed whole school approach to the development of resilience
- Create a whole school Positive Behaviour Matrix to ensure a shared language and approach.



**Activities**

- PBIS program will continue to further embed the vision and values through initiatives such as values wristbands, the Positive Behaviour Matrix articulating our 'I care' statements and continued reference to vision and values within Student of the Week/Principal Awards.
- Professional development provided by external consultants The Resilience Project, focused on further strengthening the understanding of staff, students and parents in relation to resilience and strategies for building emotional literacy.
- Ongoing wellbeing, engagement and positive behaviour support and guidance provided by Xavier and Judd.
- Social Worker (Breanna) and School Chaplain (Rose) to support students, families and staff members.
- Whole staff professional development in Restraint, Seclusion and protective behaviours (consultants), and challenging behaviours powerpoint.